



KILBRIDE NATIONAL SCHOOL

Ní neart go cur le chéile

Code of Behaviour Policy

This Code of Behaviour policy has been formally developed by Kilbride National School to inform staff, pupils, and parents of the standards of behaviour expected within our school community.

It is underpinned by the following key legislative and policy frameworks:

- The Education Act (1998)
- The Education (Welfare) Act (2000)
- Developing a Code of Behaviour: Guidelines for Schools (National Education Welfare Board, 2008)
- Behavioural, Emotional and Social Difficulties: A Continuum of Support (National Educational Psychological Service, 2009)
- Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (Department of Education, 2024)
- Understanding Behaviours of Concern and Responding to Crisis Situations Guidelines for Schools (Department of Education, 2024)
- Circular 0081/2024
- Supporting Children with Special Educational Needs-Guidelines for Schools (Department of Education 2024).
- NCSE Relate resource — *A Regulation-First Approach to Reframing Behaviour and Supporting Student Engagement and Participation* (NCSE 2025)
- Child Protection Procedures for Schools (Department of Education and Youth, 2025).

This policy reflects our commitment to fostering a safe, respectful, and inclusive learning environment for all members of the school community.



Rationale

Positive behaviour is rooted in strong, respectful relationships between parents / guardians, pupils, and the school. At Kilbride National School, we strive to nurture this partnership in close co-operation with parents and guardians.

The school has adopted a positive Code of Behaviour, with a strong emphasis on encouragement and recognition, in order to promote and sustain a culture where good behaviour prevails.

The Board of Management holds overall responsibility for behaviour within the school. The day-to-day management of behaviour is delegated to the Principal, who oversees the consistent implementation of the Code. Each teacher is responsible for maintaining good behaviour and order within their own classroom, while also sharing a collective responsibility for positive behaviour throughout the entire school environment. Parents and guardians play a vital role in supporting the school by helping their children to understand and respect school rules and by maintaining open communication with the school regarding any issues or concerns.

It is our aim that every child feels safe, valued, and happy in school, thereby enabling them to reach their full educational potential.

Vision Statement

At Kilbride National School, our vision is to create a nurturing and inclusive learning environment where each child is supported to grow academically, emotionally, socially, and spiritually. We aspire to empower every pupil to become a confident, respectful, and responsible member of society, guided by our Catholic ethos and a commitment to excellence in education.

Mission Statement

Our mission at Kilbride National School is to provide a high-quality education in a caring, respectful, and safe environment rooted in Catholic values. We are committed to the holistic development of each child by fostering their individual talents and



potential, encouraging a lifelong love of learning, and promoting a strong sense of self-worth, community involvement, and mutual respect.

Kilbride National School strives to provide a well-ordered, caring, happy, and secure environment where the intellectual, physical, moral, and cultural needs of every child are recognised and nurtured.

In pursuit of the highest possible teaching standards, we actively promote continuous professional development among staff, both individually and collectively.

As a Catholic primary school, Kilbride National School fosters gospel values and upholds a Catholic ethos as a central element of school life. We are committed to enhancing the self-esteem of all members of the school community and to offering equal opportunities for every pupil to reach their full potential in a supportive and disciplined atmosphere.

Parental involvement is strongly encouraged, and we value the role of the wider community in supporting the holistic development of our pupils.

As a staff dedicated to these principles, our aim is to create a positive and secure learning environment, characterised by mutual respect, good order, and a fair, consistent approach to discipline.

This is achieved through clear behavioural expectations, which are outlined in the school's Code of Behaviour and are designed to promote the wellbeing of all.

Aims of Our Code of Behaviour

The Code of Behaviour at Kilbride National School is grounded in our commitment to fostering a positive, inclusive, and safe school environment where all members of the school community are treated with dignity and respect. It is aligned with the principles of the Department of Education's *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* (2024).



The specific aims of our Code of Behaviour are to:

Create a Positive School Culture

- Create a positive, inclusive school culture and environment where all pupils and staff experience belonging, safety, connection, and support.
- Ensure that all relationships within the school community are based on respect, care, integrity, empathy, and trust.
- Promote self-esteem, positive relationships, and kindness across all interactions.
- Foster empathy, resilience, and emotional wellbeing in pupils and staff.

Support Positive Behaviour

- Foster a sense of responsibility, self-discipline, and positive decision-making in pupils.
- Support good behaviour through clear expectations, consistent routines, and a proactive, whole-school approach.
- Ensure the safety and wellbeing of all members of the school community.

Prevent and Address Bullying (in line with *Bí Cineálta*)

- Establish a school culture and climate in which bullying behaviour is clearly recognised as unacceptable.
- Ensure clear, consistent procedures for responding to minor misbehaviours, major misbehaviours, and allegations of bullying.
- Foster a collaborative approach—among the Patron, Board of Management, staff, pupils, and parents/guardians—to preventing and addressing bullying in all its forms.
- Promote effective school leadership that sets high standards for respectful behaviour and actively supports a whole-school approach to bullying prevention.
- Support parents/guardians in understanding the *Bí Cineálta* definition of bullying and in distinguishing bullying from other forms of conflict or misbehaviour.



- Cultivate a positive relationship with parents/guardians, where engagement with the school is open, respectful, and rooted in mutual trust, and where the development of independence and resilience in pupils is valued.
- Promote the active involvement of parents/guardians as partners in their child's education, working together to develop a school culture in which bullying is not tolerated.

Build a “Telling” School Environment

- Create and maintain a school environment where pupils feel confident and safe to report incidents of bullying or inappropriate behaviour.
- Encourage the reporting of concerns and ensure that reports are taken seriously and responded to in a timely, fair, and effective manner.

General Behaviour Guidelines

All pupils are expected to behave responsibly, showing consideration, courtesy, and respect for others at all times. This includes:

- Respecting the person of every individual.
- Respecting the property of individuals and of the school.
- Respecting staff members.
- Ensuring parents/guardians demonstrate respect at all times.

Rights-Based Approach to Education

The school recognises that children and young people have the following rights under the UN Convention on the Rights of the Child (CRC):

Right to Education:

- **Article 28 CRC:** Every child has the right to education.
- **Article 29 CRC:** Education should be child-centred, child-friendly, and empowering, and should develop:
 - Personality, talents, and abilities to the child's full potential
 - Respect for human rights, parents, cultural identity, and language
 - Preparation for responsible life in society.

**Linked Rights:**

- Non-discrimination.
- Best interests of the child.
- Right to development.
- Right to express views.
- Civil and political rights.
- Rights of children with disabilities.

Implementation:

- Schools must consider the educational processes, pedagogical methods, and learning environment to ensure children's rights are upheld.
- Children have the right to be heard (Article 12 CRC) and to participate in school life.

Right to Accommodations

The school is committed to ensuring inclusive education in accordance with the UN Convention on the Rights of Persons with Disabilities (CRPD) and national legislation:

Key Rights:

- Article 24 CRPD: Right to inclusive, non-discriminatory education at all levels.
- Article 5 CRPD: Prohibits discrimination and requires reasonable accommodations for individual needs.

School Responsibilities:

- Make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage.
- Ensure disabled pupils can fully participate in education and access benefits, facilities, and services available to all pupils.

Legal Basis (Ireland):

- Education for Persons with Special Educational Needs Act (EPSEN) 2004, Section 2: Children with special educational needs shall be educated in an inclusive environment with peers who do not have such needs.



Rights and Responsibilities of the School Community

Central to the implementation of the school's Code of Behaviour is the expectation that all members of the school community act with respect towards others and demonstrate an understanding of their rights and responsibilities. Responsibility for enforcing and upholding this policy lies with all stakeholders within the school community.

Pupils' Rights and Responsibilities

At Kilbride National School, all pupils are expected to contribute positively to a school environment that is safe, respectful, inclusive, and caring. These standards of behaviour are informed by the values outlined in *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024)*. They promote:

- Empathy towards others.
- Responsibility for one's own actions.
- Mutual respect among pupils and staff.
- A strong sense of belonging within the school community.

The school recognises that upholding these values is a shared responsibility and forms the foundation for both the rights and responsibilities of every pupil.

Pupils' Rights:

All pupils in Kilbride National School have the following rights, which the school is committed to respecting and upholding:

1. Right to a Safe and Respectful Environment

- Pupils have the right to be educated in a school environment that is safe, happy, and respectful.

2. Right to Holistic Development

- Pupils have the right to grow intellectually, emotionally, morally, spiritually, and physically.



3. Right to be Heard

- Pupils have the right to express their views and be listened to by staff and peers.

4. Right to Protection from Harm

- Pupils have the right to be free from all forms of abuse, including physical, emotional, mental, or sexual abuse.

5. Right to Information

- Pupils have the right to receive information on topics and issues that affect their lives, including information about the Code of Behaviour and school rules.

Pupils' Responsibilities

Pupils are expected to:

- Show kindness and respect to all members of the school community, including fellow pupils, staff, visitors, and members of the wider community.
- Treat others with dignity and empathy, regardless of differences in background, ability, beliefs, appearance, or opinion.
- Respect school rules and routines, recognising that they are in place to ensure a safe and supportive learning environment for everyone.
- Take responsibility for their own behaviour, understanding that their actions have consequences and that respectful choices contribute to a positive school culture.
- Help create a welcoming, inclusive atmosphere, where everyone feels they belong, and no one is left out or isolated.
- Avoid any behaviour that may be hurtful to others, including physical, verbal, emotional, or online bullying, as defined in the *Bí Cineálta* procedures.
- Speak up respectfully if they witness or experience serious misbehaviour or bullying, and report their concerns to a trusted adult, knowing that their voice is valued and will be taken seriously.



- Engage positively with their learning, cooperating with teachers and peers, and striving to do their best in all areas of school life.
- Respect school property and the property of others, showing care for their environment and resources.
- Work together to resolve conflicts in a peaceful and respectful way, with support from staff when needed.

By following these standards, pupils help to build a school community where everyone feels safe, valued, and supported. These expectations are consistently reinforced through the school's positive behaviour strategies and in accordance with our Code of Behaviour and the Bí Cineálta policy.

Parents/Guardians' Rights and Responsibilities

At Kilbride National School, we recognise the vital role parents and guardians play in fostering a positive and supportive school environment. To maintain a respectful, cooperative, and constructive partnership, we ask that parents and guardians uphold the following standards of behaviour, in line with the values outlined in *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024)*:

Parents' Rights

Parents have the right:

- To respect, understanding, and confidentiality.
- To informative communication with, and access to, their child's teacher and the Principal at appropriate times.
- To updates on the progress of their child/children, including through annual Parent-Teacher Meetings.
- To be informed about behavioural issues at a very early stage through communication booklets, phone calls, or face-to-face meetings.
- To be consulted about disciplinary action at an early stage.
- To appeal to a higher authority, such as the Board of Management or the Department of Education and Youth.



- To have access to the school's Code of Behaviour.

Parents' Responsibilities

Parents and guardians are expected to:

- Implement and support all school policies, including the Code of Behaviour and the Bí Cineálta Policy.
- Model respectful and positive behaviour towards all children and staff, encouraging their own children to do the same.
- Promote inclusion and discourage the isolation of any child.
- Cooperate fully with the school's Code of Behaviour and related policies, understanding that they apply to all children, including those with special educational needs in both mainstream and special class settings.
- Discuss the Code of Behaviour and Bí Cineálta Policies with their child.
- Treat all pupils, staff, and other parents with courtesy, avoiding intimidation, threats, or harassment.
- Respect the professional role of staff and engage with them constructively when raising concerns or seeking information.
- Make appointments to meet teachers or the Principal through the school office, avoiding unscheduled visits before or after school without prior arrangement.
- Maintain respectful and professional communication with the school in person, by phone, or by email. Parents should avoid excessive emails, repeated requests for meetings, unnecessary follow-ups, or using social media platforms (e.g., text, WhatsApp, Facebook) to contact staff.
- Respect the privacy, dignity, and safety of all pupils, staff, and visitors; refrain from making visual or audio recordings on school premises without prior written permission. Parents are also not permitted to record phone calls with staff members, as staff have not provided consent for such recordings. Any breach may result in deletion of recordings and further action.
- Refrain from posting about the school, staff, or pupils on social media, and not create social media or messaging groups using the school's name without written permission from the Board of Management.



- Respect the privacy and confidentiality of all pupils and families, avoiding public or online discussion of individual children or incidents.
- Avoid surveillance or monitoring of staff or other children, including attempting to gather information from other pupils. Notetaking or recording information about other children or staff is not permitted.
- Respect school property and supervise younger children on school grounds.
- Ensure their child attends school regularly, arrives on time, is appropriately supervised before school, and has necessary school materials, a healthy lunch, and full uniform.
- Follow the Parental Complaints Policy when raising grievances. Complaints should be addressed through scheduled meetings and constructive discussion, not via emails or letters.
- Use the term “bullying” accurately, in accordance with the Bí Cineálta definition, and avoid misusing it in cases of normal conflict or disagreement.
- Encourage children to take responsibility for their behaviour, develop resilience and empathy, and act respectfully towards others.
- Respect the Board of Management’s responsibility for health and safety by not reprimanding or intervening with children other than their own on school premises.
- Refrain from directing staff on how to communicate with their child, including instructing teachers not to speak to the child.
- Provide consent for access to school noticeboards or Parents’ Association communication channels and respect privacy rules regarding contact information.
- Share accurate and relevant information with the school regarding their child and avoid providing false or misleading information about their child’s needs or behavioural issues.

By adhering to these standards, parents and guardians contribute to a positive partnership with Kilbride National School, helping to ensure that all children can learn and thrive in a safe, respectful, and supportive environment.



Staff Rights and Responsibilities

At Kilbride National School, all staff play a vital role in fostering a safe, inclusive, and respectful environment that supports the wellbeing, learning, and holistic development of every child. Staff are expected to model the highest standards of professional conduct in line with the school's ethos and all relevant national policies. The Teaching Council's *Code of Professional Conduct and Practice for Teachers* provides guidance for all teaching staff. In addition, the following applies to teachers, Special Needs Assistants (SNAs), and ancillary staff:

Staff Rights

- To work in a safe, respectful, and inclusive environment, where they are treated with respect by all members of the school community, including pupils, parents, and colleagues.
- To work in an environment free from constant disruptions.
- To be free from harm, including physical assault or intimidation from children, parents, or other adults.
- To express themselves and be listened to.
- To appeal to a higher authority, such as the Board of Management, Department of Education & Youth, or the INTO Union and Fórsa.
- To receive adequate facilities and resources appropriate to their duties.
- To confidentiality.
- To receive relevant and timely information regarding pupils in their care.
- To have their professional judgement respected in matters relating to teaching, classroom management, and student wellbeing.
- To access professional development and training opportunities to enhance their practice.
- To clear guidance and support regarding school policies, procedures, and expectations.
- To be supported by management and colleagues in fulfilling their professional duties.



- To have fair and transparent treatment in matters relating to workload, appraisal, and performance management.
- To a healthy work-life balance, including reasonable boundaries around working hours and expectations.

Staff Responsibilities

All staff at Kilbride National School are expected to uphold the highest standards of professional conduct and contribute to a safe, respectful, and inclusive learning environment. Their responsibilities include:

Professional Conduct

- Be courteous, respectful, and professional towards pupils, colleagues, parents, and visitors.
- Attend work consistently and arrive on time.
- Be prepared for lessons and other professional duties.
- Complete all required planning, including weekly plans, yearly plans, and Cuntas Míosúil, and submit them on time.
- Ensure that all school policies and procedures are followed, including completing all required paperwork accurately and promptly.
- Communicate in a positive, clear, and appropriate manner.
- Support colleagues and pupils in a positive and inclusive manner.
- Follow the directions of the Principal and adhere to guidance from the Board of Management.
- Be truthful and act with integrity in all professional matters.
- Engage proactively with parents/guardians and address matters as they arise; staff are not permitted to avoid communication or delay responses regarding pupils' learning, behaviour, or wellbeing.
- Staff are not permitted to make threats to involve the union as a means of avoiding submission of paperwork, documentation, or compliance with job-related duties.



Supporting Pupils

- Uphold the school's Code of Behaviour, demonstrating respectful, fair, and consistent behaviour.
- Promote a culture where bullying is recognised as unacceptable, in line with *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour (2024)*.
- Comply fully with the Child Safeguarding Policy and Child Protection Procedures (2025), prioritising the safety and wellbeing of all pupils.
- Encourage good attendance, supporting families and fostering a positive school environment in line with the Educational Welfare Board (EWB) of Tusla.
- Help pupils develop emotional resilience, independence, self-regulation, problem-solving skills, and perseverance.
- Foster positive relationships, empathy, inclusion, and a sense of belonging for every child.
- Use proactive, age-appropriate strategies to support pupils' behavioural, emotional, and social development.

Collaboration and Communication

- Communicate respectfully, clearly, and promptly with parents/guardians regarding learning, behaviour, attendance, or wellbeing.
- Collaborate with colleagues and leadership to ensure a consistent approach to behaviour, inclusion, attendance, and safeguarding.
- Maintain confidentiality, handling sensitive information with discretion in line with child protection and data protection policies.
- Treat fellow staff members with respect and foster a positive working environment.

Attendance and Leave

- Inform the Principal and Board of Management of any leave in advance, specifying the type of leave, the duration of leave and start and end dates.



- Submit medical certificates and other relevant documentation promptly and truthfully.

Continuous Professional Development

- Engage in ongoing professional development, including training in behaviour management, child protection, attendance, inclusion, resilience-building, and wellbeing support.

By adhering to these standards, staff contribute to a positive, inclusive school culture, ensuring that every child can thrive academically, socially, and emotionally, and reach their full potential.

Positive Behaviour Strategies

Encouraging high standards of behaviour among pupils—and creating and maintaining an orderly, safe, and positive atmosphere for learning—relies on the consistent use of praise, encouragement, and clear expectations. By recognising and celebrating positive behaviour, strong relationships are built between teachers and pupils, which support effective teaching and learning.

Whole-School Strategies Used at Kilbride National School to Promote Positive Behaviour

The following approaches are implemented throughout the school to support all pupils, including those with additional needs:

- Developing vocabulary, language and communication skills across all classes through Oral Language and SPHE.
- Use of visuals as a communication tool to identify emotions when regulated or dysregulated.
- Visual cues to reinforce verbal instructions.
- Clear and simple classroom rules and step-by-step instructions.
- Use of timers to plan for transitions.
- Visual timetables to support predictability and independence.



- Weaving Wellbeing Programme.
- Buddy systems to promote inclusion and positive peer interaction.
- Sensory Regulation Plans and sensory breaks.
- Positive Behaviour Support Plans, Classroom Support, School Support, and School Support Plus (Pupil Plans).
- Consistent approaches to behaviour by all staff members.
- Clear, consistent consequences for misbehaviour in line with the school's Code of Behaviour.
- Regular communication with parents/guardians via Aladdin Connect, email, daily journals, phone calls, and positive notes home.
- Assemblies to promote, celebrate and reward good behaviour.
- Individual class reward schemes.
- "Catch Them Being Good" approach.
- Always focusing on the positive rather than the negative.
- Being specific about praise.
- Modelled co-regulation to help pupils learn regulation strategies.
- Choice boards to support decision-making and independence.
- Explicit modelling and teaching of social skills.
- Use of social stories to support understanding of expectations and events.
- Talk and discussion with the child about behaviour (where appropriate).
- Implementation of the Zones of Regulation framework.
- Class-based strategies, interventions and reward systems.
- Home-school strategies, interventions and reward systems.
- Tracking behaviours of concern, incident logs, and behaviour checklists recorded for monitoring and follow-up.



Understanding Behaviour and Supporting Pupils with Additional Needs including Autistic Pupils

The Code of Behaviour applies to all pupils enrolled in the school, including pupils with Special Educational Needs, whether educated in mainstream classes or in the special class for autistic pupils.

While the Code of Behaviour applies equally to all pupils, staff will exercise professional judgement to ensure that responses to behaviour are appropriate to the pupil's age, developmental stage, individual needs, and circumstances. Teaching and support staff will use differentiated and supportive approaches to ensure that behavioural expectations are accessible, appropriate, and clearly understood. The explicit teaching of school rules, routines, and social expectations forms an integral part of supporting these pupils. Behavioural supports will be proactive, educational, and inclusive, with an emphasis on promoting positive behaviour and participation in school life. Parents and guardians will be kept regularly informed of their child's behaviour and progress. Where appropriate, they may be invited to collaborate with the school in developing strategies to support positive behaviour. This may include the development of a Positive Behaviour Support Plan as part of the pupil's School Support File.

Where necessary, the school may seek advice and support from external agencies, including the National Educational Psychological Service (NEPS), the Special Educational Needs Organiser (SENO), and the National Council for Special Education (NCSE).

Understanding Behaviour

The school recognises that behaviour, including challenging or disruptive behaviour, can be a form of communication and may indicate unmet needs. When responding to behavioural incidents, staff will consider any contributing factors, including but not limited to:

- Special Educational Needs, including needs not previously identified.
- Mental health or emotional wellbeing needs.



- Experiences of bullying.
- Sensory processing or communication differences.

Understanding the underlying causes of behaviour is essential to planning effective and meaningful supports. Staff will consider whether a pupil's special educational need may have contributed to the behaviour and, where appropriate, whether the application of sanctions is suitable.

Teachers may use a range of recording, observation, and monitoring methods to identify patterns of anxiety, frustration, or distress. Wherever possible, communication with the pupil will be prioritised to identify supports or adjustments that may assist them in managing their behaviour.

Supporting Autistic Pupils

Autistic pupils may experience differences or difficulties in areas such as:

- Social interaction and relating to others.
- Communication.
- Managing change and transitions.
- Organisation and planning.
- Sensory sensitivities.
- Anxiety.

Some pupils may require additional support during unstructured times, including break and lunch. Individual needs may span one or more of these areas and may change over time. Supports will be tailored to the individual pupil and reviewed as required.

Support for Pupils with Additional Behavioural Needs

Pupils who present with ongoing behavioural challenges will be supported in line with the Continuum of Support. The class teacher and Special Educational Needs Teacher (SET) will work collaboratively to identify targeted goals and strategies, which will



be documented in the pupil's School Support Plan or Positive Behaviour Support Plan.

Supervising staff have a duty of care to all pupils while on the school grounds. In circumstances where a pupil is at risk of absconding or harm, a supervising adult may take reasonable steps, including holding the pupil's hand, to ensure their safety. Parents and guardians may not instruct staff to withhold such safety measures, as doing so would place both the pupil and the staff member at risk.

Commitment to Inclusion and Wellbeing

The school is committed to supporting all pupils, including those with Special Educational Needs, in line with relevant legislation and the Bí Cineálta policy. While reasonable accommodations and supports will be provided, a pupil's Special Educational Need does not exempt them from the Code of Behaviour.

Instead, the school will use appropriate strategies, interventions, and supports to assist pupils in meeting behavioural expectations in a fair, respectful, and developmentally appropriate manner, while safeguarding the rights, safety, and wellbeing of all members of the school community.

Behaviour Expectations and Consequences

Maintaining positive standards of behaviour requires that pupils understand when inappropriate behaviour has occurred and that actions have consequences. When consequences are applied, pupils should be supported to understand:

- That the behaviour was unacceptable.
- That the behaviour had an impact on others or on the school community.
- That the purpose of consequences is to support learning, reflection, and personal development.

Teachers and the Principal may classify behaviours as Minor and Serious Misbehaviours in line with professional judgement. In accordance with Section 23 of the Education (Welfare) Act 2000, the school outlines the measures that may be taken when a pupil does not comply with the school's standards of behaviour.



Code of Behaviour

The Code of Behaviour at Kilbride National School applies to all pupils, including pupils with special educational needs in the mainstream classes and in the Special Class for Autistic Children without exception. It is designed to promote a positive, safe, and respectful learning environment where all children can reach their full potential. This Code outlines the behavioural expectations across all areas of school life and reflects the school's commitment to fairness, consistency, and inclusion, in line with the school's ethos and relevant national policies, including *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour* and the *Child Protection Procedures for Schools 2025*.

The Code of Behaviour applies to the following areas:

- **Behaviour in the classroom** – including respectful engagement with teachers and peers, active participation in learning, and adherence to classroom routines.
- **Behaviour in the playground** – including safe, respectful play, inclusion of others, and compliance with supervision and safety rules.
- **Behaviour in the school environment** – including corridors, toilets, cloakrooms, and all shared spaces, where pupils are expected to always act responsibly and respectfully.
- **Behaviour on school trips/outings** – where pupils represent the school in the wider community and are expected to uphold the same standards of behaviour and respect as within the school grounds.
- **Attendance at school** – recognising the importance of regular, punctual attendance and active engagement with learning, in line with Tusla's Educational Welfare Services.
- **Homework** – including the completion of homework to the best of the pupil's ability, taking responsibility for learning outside of school, and respecting agreed deadlines.



Behaviour in Class

All pupils at Kilbride National School are expected to contribute to a positive and respectful learning environment. Classroom behaviour should support effective teaching and learning and reflect the school's values of respect, inclusion, and responsibility.

The following standards apply to behaviour in the classroom:

- Pupils are expected to respect the right of others to learn and must avoid any behaviour that disrupts teaching or interferes with learning.
- Pupils must show respect for their teachers at all times and follow all instructions given in a prompt and courteous manner.
- Pupils are expected to move to and from their classroom in an orderly fashion, showing consideration for others and for school property.
- Running is not permitted in classrooms or corridors at any time, in the interest of safety.
- Pupils must treat their classmates with courtesy and respect, contributing to a cooperative and supportive classroom atmosphere.
- Physical or verbal aggression, including threats, name-calling, or intimidation, towards other pupils or staff is not acceptable under any circumstances.
- Pupils are expected to uphold the school's policy of inclusion by welcoming all classmates, avoiding exclusionary behaviour, and promoting kindness and friendship.
- Pupils must refrain from using inappropriate language, sounds, gestures, or physical contact. All interactions should reflect appropriate, respectful behaviour.

These expectations are reinforced regularly through positive behaviour strategies and class-based discussions. Classroom behaviour is actively monitored by staff, and any breaches will be addressed in accordance with this Code of Behaviour and the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour (2024)*.



Behaviour on the Playground

Break times are an important part of the school day, offering pupils the opportunity to play, socialise, and recharge in a safe and supervised environment. Pupils at Kilbride National School are expected to behave in a manner that reflects the school's values of respect, safety, and inclusion.

The following expectations apply to behaviour in the playground:

- Pupils must show respect for the person and property of others at all times.
- Rough play, verbal or physical bullying, and any form of aggressive behaviour are strictly prohibited.
- Pupils are expected to promote inclusion in the yard, ensuring that no child is isolated or left out during play.
- Pupils must behave appropriately at all times, demonstrating self-control and consideration for others.
- Pupils must respond promptly and respectfully to the end-of-break signal, and line up and return to class in an orderly fashion.
- Pupils are not permitted to re-enter the school building during break time without a teacher's permission.
- Climbing walls or fences is strictly forbidden, as it poses a safety risk.
- Inappropriate language, gestures, sounds, or physical contact will not be tolerated in the playground or at any time during the school day.
- Pupils must remain in their designated yard areas and respect the boundaries and supervision zones as directed by staff.

These expectations are in place to ensure that break times are enjoyable, inclusive, and safe for all pupils. Playground behaviour is actively monitored by staff, and any breaches will be addressed in accordance with this Code of Behaviour and the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour (2024)*.

Behaviour in the school environment

Pupils at Kilbride National School are expected to conduct themselves in a respectful and responsible manner throughout all areas of the school building and grounds. A



calm and orderly environment supports the safety, wellbeing, and dignity of everyone in the school community.

The following standards apply to behaviour in the school environment:

- Pupils must move quietly and calmly through corridors, stairways, and shared spaces, showing consideration for others who may be working or learning.
- Running, shouting, or engaging in disruptive behaviour in indoor spaces is not permitted, in the interest of safety and respect.
- Pupils must show respect for all school property, including classroom furniture, equipment, toilets, displays, and communal areas.
- Littering or damaging school property is not acceptable. Pupils are expected to take responsibility for keeping their school environment clean and tidy.
- Inappropriate language, gestures, or physical contact are not tolerated in any part of the school.
- Pupils must follow staff instructions at all times, including those given by SNAs, substitute teachers, and other school personnel.
- Behaviour in toilets, cloakrooms, and shared areas must be respectful, hygienic, and responsible.
- Pupils are expected to support a culture of inclusion, treating all members of the school community with kindness and dignity.

All behaviour within the school environment is monitored by staff and addressed in line with this Code of Behaviour and the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour (2024)*. The aim is always to promote positive behaviour through encouragement, consistency, and clear boundaries.

Behaviour on School Trips and Outings

School trips and outings are valuable opportunities for learning beyond the classroom and for fostering pupils' personal and social development. While participating in these activities, pupils are ambassadors for Kilbride National School and are therefore expected to uphold the same high standards of behaviour as within the school grounds.



The following expectations apply to all school-related activities outside the school premises:

- Pupils must follow the instructions of staff and supervising adults at all times, to ensure the safety and smooth running of the trip.
- Respectful and courteous behaviour is expected towards all people encountered, including members of the public, guides, transport staff, and venue personnel.
- Pupils must remain with their assigned group or supervisor at all times, unless given permission to separate for a specific purpose.
- Inappropriate behaviour, language, gestures, or physical contact will not be tolerated during any part of the trip.
- Pupils must respect the property of the venues visited, and treat all facilities, equipment, and environments with care.
- School rules on inclusion, kindness, and respectful interaction continue to apply, and pupils are expected to represent the school in a positive and responsible manner.
- Any pupil whose behaviour prior to a trip raises concern may be excluded from participating in off-site activities at the discretion of the Principal, in consultation with staff and parents/guardians.
- All relevant school policies remain in effect during trips, including the Code of Behaviour, the *Bí Cineálta* Policy, and the Child Safeguarding Policy.

Attendance at School

Regular and punctual attendance is essential for every child's academic, social, and emotional development. Kilbride National School places a strong emphasis on the importance of school attendance and works in partnership with parents/guardians and the Educational Welfare Services of An Tusla to promote good attendance habits from an early age.

The following expectations and procedures apply:

- Pupils are required to attend school regularly and on time. Full participation in school life supports pupil learning, development, and wellbeing.



- In the event of an absence, parents/guardians will receive a notification via the Aladdin Connect School App. It is the responsibility of the parent/guardian to input the reason for the absence directly into the app, as this forms part of the school's official attendance record.
- If a child is expected to be absent for several days, parents may inform the school by phone. However, an official explanation must still be submitted via Aladdin Connect, by email or in writing upon the child's return.
- Parents are obligated to inform the school in advance if a child will be absent due to a family holiday. While the school acknowledges parents' right to make such decisions, it is important to note that absences for holidays are not encouraged during term time and will be recorded as non-attendance in line with Tusla guidelines.
- Pupils are expected to arrive punctually each day. In the case of late arrival, a note should be provided, and pupils must enter through the main door after 8:45 a.m. to avoid disruption to teaching and learning. Parents are asked not to interrupt class time when accompanying a late-arriving child.
- Deliberate or unexplained absenteeism is considered a serious matter and will be reported to parents/guardians. In accordance with the Education (Welfare) Act 2000, schools are required to report any pupil who is absent for 20 days or more in a school year to Tusla's Educational Welfare Services, regardless of the reason.
- Pupils are not permitted to leave the school premises during the school day unless collected by a parent/guardian or authorised adult. The collecting adult must sign the pupil out at the school office.

Kilbride National School promotes positive attendance through respectful communication, early intervention, and a whole-school approach to supporting pupils and families.

Homework

Homework is an important extension of classroom learning. It provides an opportunity for pupils to revise, practise, and consolidate what they have learned in



school, while also fostering responsibility, self-discipline, and independent learning habits. At Kilbride National School, we recognise that children learn in different ways and at different paces. As such, homework is assigned with consideration for the diverse needs and abilities of all learners.

The following expectations and principles apply:

- Pupils are expected to complete assigned homework to the best of their ability and return it on time.
- Homework is designed to be age-appropriate, purposeful, and manageable. It aims to reinforce classroom learning and build confidence.
- For pupils with learning needs or special educational needs, homework may be differentiated by content, format, or volume. This ensures that it is accessible, meaningful, and achievable for each child, while still promoting progress and a sense of accomplishment.
- Individualised homework tasks may be assigned by the class teacher or support teacher, in consultation with parents/guardians and based on the child's individual learning targets, as outlined in their School Support Plan.
- Parents/guardians are encouraged to support homework routines at home by providing a quiet space and a regular time for homework, and by encouraging their child to work independently while offering assistance when needed.
- If a pupil is unable to complete homework due to illness, fatigue, or another genuine reason, a brief note or message should be sent to the teacher.
- Teachers regularly review homework to monitor pupil understanding and progress, and to ensure that the assigned work continues to meet the needs of all learners.
- If parents have any concerns about the amount, difficulty, or suitability of homework for their child, they are encouraged to contact the class teacher to discuss adjustments or supports.

At Kilbride National School we are committed to ensuring that homework contributes positively to each pupil's learning experience, including those with additional needs. Our approach reflects our broader commitment to inclusion, equity, and a Universal Design for Learning approach.



School Uniform

- Pupils are expected to wear the correct school uniform.
- Jewellery other than watches and stud earrings are not allowed in school.
- Nose rings, mouth rings, earlobe earrings are strictly forbidden.
- Toys/ Trading cards/ Game boys /iPods/ Nintendo DS/Mobile phones/Smart watches (or any other similar electronic items) are not permitted in school.

Positive Strategies for Maintaining Good Behaviour

Kilbride National School is committed to encouraging high standards of behaviour and maintaining a calm, orderly environment where effective learning and positive relationships can flourish. A strong focus on praise, encouragement, and proactive strategies helps reinforce good behaviour and contributes to a supportive school culture.

The following are examples of positive strategies and rewards currently used throughout the school:

Class-Based Strategies

Junior Classes

- Stickers
- Star charts
- Treat jar
- Group of the Week
- Golden Time
- Star of the Week
- Friendship Award
- Principal's Award

Middle Classes

- Stickers
- Star charts
- Treat jar
- Group of the Week



- Golden Time
- Star of the Week
- Friendship Award
- Principal's Award
- Homework Pass / Homework Off

Senior Classes

- Stickers
- Group of the Week
- Golden Time
- Star of the Week
- Friendship Award
- Principal's Award
- Homework Pass / Homework Off

Learning Support

- Stickers
- Star charts
- Treat jar
- Group of the Week
- Golden Time
- Star of the Week
- Friendship Award
- Principal's Award
- Homework Pass / Homework Off

Yard and Play Areas

- Classes are allocated to the astro areas on a rota system, ensuring fair access and well-organised play for all class groups.
- Yard games and play equipment provided to encourage active, inclusive play.

Yard Supervision

- A minimum of three adults supervise the yard during each break.



- In the senior area, supervision is divided between the main yard and the astro area when weather conditions allow.
- Pupils must request permission from the supervising adult before leaving the yard to use the bathroom.
- If a supervisor is absent, another staff member covers the duty, and the change is recorded on the supervision rota. The rota is stored with school records at the end of each year.

Wet-Day Supervision

- Pupils remain in their classrooms.
- Activities such as board games and colouring are provided.
- Supervision is carried out by the adults assigned to each corridor.
- If a supervisor is absent, then another staff member fills in, and the change is noted on the supervision rota in the staff room. This rota is stored with school files at end of each year.

School Responses to Minor and Serious Misbehaviours

In keeping with the principles of the BÍ Cineálta Policy, the school aims to promote a safe, respectful, and inclusive learning environment where positive behaviour is encouraged and supported. When misbehaviour occurs, responses are fair, proportionate, and restorative in nature. Sanctions, when used, help pupils understand the impact of their actions and recognise that it is the behaviour — not the pupil — that is unacceptable. The examples below illustrate behaviours that do not meet our school's expectations. This list is intended as a guide and is not exhaustive.

Minor Misbehaviours

- Homework not completed and no note provided.
- Interfering with others; rudeness.
- Borrowing items without permission.
- Inattentiveness.
- Answering out of turn.



- Not wearing the correct uniform (isolated incident).
- Swinging on chairs.
- Running inside the classroom or school building.
- Continuous talking.
- Cheekiness.
- Fidgeting.
- Pushing in line.
- Kissing.
- Spitting.
- Telling tales with the intent of getting others in trouble.
- Refusal to do classwork.
- Refusal to complete homework.
- Writing and passing notes.
- Defacing copies or schoolbooks.
- Senior pupils running through the junior yard.
- Wearing incorrect school shorts (isolated incident).

Serious Misbehaviours

- Fighting.
- Hitting or pinching.
- Bullying.
- Intimidation.
- Disrespect.
- Mithing.
- Use of bad language.
- Persistent bad attitude.
- Payback/Revenge
- Name calling.
- Alienating friends.
- Exclusion or isolation of others.
- Rough play that causes distress or risk.
- Disrespecting others.



- Backtalking
- Belittling or personalised comments.
- Identity-based bullying, including racism, homophobia, and disability-related bullying.
- Belittling comments about appearance.
- Cyberbullying that impacts on school life.
- Damaging play equipment or school property.
- Stealing.
- Leaving school premises without permission.
- Climbing on walls or other unsafe areas.
- Possession or use of a mobile phone without permission.
- Being disrespectful to substitute teachers.
- Deliberately trying to get staff members into trouble.
- Teasing or intimidating others.
- Inappropriate language, sounds, gestures, or touching.
- Repeated non-wearing of the correct school uniform.
- Repeated non-wearing of the correct school shorts (navy blue only).

Sanctions

- In keeping with the principles of the Bí Cineálta Policy, all responses to misbehaviour aim to be fair, proportionate, and supportive, helping pupils reflect on their actions and make positive changes. The sanctions outlined below apply where there is persistent minor misbehaviour or serious misbehaviour. These procedures apply to all children in the school without exception. The stage used will depend on the seriousness, frequency, and impact of the behaviour.
- Where a pupil is engaging in bullying behaviour, or where an allegation of bullying has been made, the school's Bí Cineálta Policy and Procedures must be followed in full. These procedures outline how bullying concerns are reported, recorded, investigated, and resolved, including restorative approaches and supports for all pupils involved.



- **Sanctions and Procedures**

Step 1: Verbal warning.

Step 2: Written reprimand – Sad Face / Warning Card.

Step 3: Loss of Golden Time – five minutes at a time.

Step 4: If the child has behaved badly throughout the day, parents/guardians will be informed verbally. The class teacher will keep a written record of the behaviour.

Step 5: Golden Time will take place on Friday.

Step 6: The Principal will be informed if a child is repeatedly misbehaving over a period. Parents will be invited to attend a meeting with the Principal and class teacher to discuss the child's behaviour and agree next steps.

Step 7: The child will have a temporary separation away from the class to cool down during times of misbehaviour.

Step 8: The child will stay with the Principal for a cooling-off period.

Step 9: If Steps 6, 7 and 8 occur, the Principal and class teacher will request a meeting with the parents/guardians. At this meeting, a recorded Positive Individual Behaviour Plan will be devised to support the child in improving their behaviour. The Principal, class teacher and parents/guardians will meet regularly to review and update the plan.

Step 10: If misbehaviour continues, the child may be excluded from school outings or school events.

Step 11: Continued misbehaviour may result in temporary suspension.

Step 12: When all efforts have been exhausted, the child may be removed from the school. (See Protocol for Challenging Children.)

Working in Partnership with Parents/Guardians

Parents/Guardians are not permitted to instruct teachers not to speak to their child in matters of discipline or behaviour. To support the child, teachers must be able to speak with the pupil and fully investigate all matters of concern. Parents are expected to support the teacher and Principal when dealing with verified incidents of misbehaviour. Refusal to accept factual findings does not support improvement and may hinder progress. All incidents are investigated thoroughly, and decisions are



based on clear evidence. Communication with parents or guardians through letters, phone calls or meetings will occur from Step 6 onwards, or earlier where necessary, to ensure that parents and guardians are involved at an early stage rather than as a last resort.

Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, whether online or offline, that causes harm.

The harm may be physical, social, or emotional in nature.

Bullying behaviour is repeated over time and involves an imbalance of power between individuals or groups. Where the behaviour meets the agreed definition of bullying—being targeted, repeated over time, and involving an imbalance of power—the school's *Bí Cineálta* Policy will be applied.

Where the behaviour does not meet all three criteria, it will be addressed through the school's Code of Behaviour. This includes isolated incidents, behaviours involving different pupils, or situations where there is no clear imbalance of power. While such behaviours may not be classified as bullying, they are taken seriously and responded to using appropriate school procedures and sanctions.

The Board of Management reserves the right to investigate and address incidents involving students that occur outside of school hours or off the school premises where such incidents have a negative impact on the school, its students, staff, or the wider school community, or where the effects of the incident are brought into the school environment. Where appropriate, such incidents may be dealt with under the provisions of this Code of Behaviour and/or the school's *Bí Cineálta* Policy. The school will take such action as is considered necessary to protect the welfare, safety, and good order of the school community.

Behaviours of Concern

From time to time, a child may display behaviours that give rise to concern.



Behaviours of concern are defined as:

“Culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities.”

(Emerson, 1995)

Behaviours of Concern: Defined Examples

The following behaviours are identified as behaviours of concern and may impact the safety, wellbeing, or learning of the individual or others. This list is not exhaustive and is intended to provide examples rather than a complete account of all possible behaviours of concern.

- **Aggressive Behaviour:**

Physical actions directed toward others or oneself, including pinching, biting, scratching, punching, slapping, pushing, pulling, kicking, head-butting, hair pulling, and the use of objects to cause harm.

- **Non-Compliance:**

Refusal or resistance to follow instructions or engage in expected activities, including lying down, non-cooperation, resistance to teaching, and refusal to complete tasks.

- **Disruptive or Threatening Behaviour:**

Behaviours that interfere with learning or create a threatening environment, such as shouting, screaming, swearing, repetitive vocalisations, verbal abuse, discriminatory remarks, curses, threatening gestures, threats of harm, teasing, arguing, interrupting, obstructing others, taking food or drink from others, activating fire alarms, and invading personal space.

- **Absconding / Flight Risk:**

Leaving a designated area without permission, including wandering outside the classroom, or attempting to run away.



- **Attention-Seeking Behaviour:**
Persistent engagement in inappropriate or disruptive behaviour for the purpose of gaining attention.
- **Sexually Inappropriate Behaviour:**
Use of inappropriate sexual language, noises, or gestures, including comments relating to the sexuality of others.
- **Destruction of Property:**
Deliberate damage to personal belongings, the belongings of others, or school property.
- **Socially Inappropriate Behaviour:**
Actions that do not align with accepted social norms, including spitting, interrupting others, provoking peers, and making inappropriate comments.
- **Emotionally Dysregulated Episodes:**
Intense emotional responses such as outbursts of anger, distress, or difficulty regulating emotions.
- **Self-Injurious Behaviour:**
Behaviours that cause harm to oneself, including head banging, scratching, biting, or poking.
- **Passive Challenging Behaviour:**
Non-verbal or avoidant behaviours such as glaring, refusal to respond, avoidance of eye contact, and social withdrawal.

Behaviours of Concern: Roles and Responsibilities

The management of behaviours of concern is based on a whole-school, preventative and supportive approach, with an emphasis on early intervention, collaboration, and pupil wellbeing.

Role of the Class Teacher

The class teacher has a primary role in supporting positive behaviour and responding to behaviours of concern.

Class teachers are responsible for:



- Creating and maintaining a safe, inclusive, respectful, and supportive classroom environment that promotes positive behaviour and pupil engagement.
- Implementing the school's Code of Behaviour consistently and fairly.
- Identifying early indicators of behaviours of concern and responding through preventative and restorative approaches.
- Communicating concerns to parents/guardians at the earliest appropriate opportunity to promote a collaborative, solution-focused partnership.
- Implementing classroom-based interventions and differentiated strategies, including seeking additional support where necessary (e.g. temporary withdrawal supported by an SNA).
- Leading, where appropriate, the development and implementation of a Positive Behaviour Support Plan in consultation with relevant staff and parents/guardians.
- Engaging in ongoing professional development to enhance understanding of pupils with additional needs and behaviours of concern.
- Maintaining accurate records of significant behavioural incidents in accordance with school procedures.
- Reporting significant or recurring behaviours of concern to the Principal and informing parents/guardians as appropriate.
- Seeking timely support from colleagues, including other class teachers and Special Needs Assistants (SNAs).

Role of Parents/Guardians

Parents/guardians play a vital role in supporting positive behaviour and partnership with the school.

Parents/Guardians are responsible for:

- Communicating openly and respectfully with the class teacher and/or Principal regarding concerns related to their child's behaviour.
- Supporting the school's Code of Behaviour and agreed behaviour expectations.



- Participating in the development, implementation, and review of a Positive Behaviour Support Plan, where appropriate.
- Reinforcing agreed behavioural strategies and interventions at home to ensure consistency and continuity for the child.

Role of the Principal

The Principal has overall responsibility for leadership, coordination, and oversight of behaviour support within the school.

The Principal is responsible for:

- Fostering a positive whole-school culture that promotes wellbeing, inclusion, and respect for all members of the school community.
- Providing leadership and guidance in the management of pupils presenting with behaviours of concern.
- Ensuring that school policies and practices are consistent with DEY, Educational Welfare Board of An Tusla, NEPS and NCSE guidance.
- Facilitating access to appropriate professional learning for staff in the area of behaviour support and inclusion.
- Supporting Special Education Teachers (SETs) in developing enhanced capacity to advise and support colleagues.
- Supporting the SEN Co-ordinator in accessing external supports and consultations, including NEPS psychologists and NCSE services.
- Advising on appropriate next steps where school-based interventions have been exhausted, in line with DES guidance (e.g. consideration of reduced school day as a last resort and subject to regular review).
- Initiating and overseeing the review of procedures and interventions to ensure they remain effective, proportionate and child centred.

Responding to Behaviours of Concern

Kilbride National School adopts a positive, preventative, and proportionate approach to responding to behaviours of concern, in line with the DEY, EWB of An Tusla, NEPS, and NCSE guidance. The primary aim is to support the pupil to regulate their



behaviour, ensure the safety and wellbeing of all, and maintain an effective teaching and learning environment.

Initial Response and De-escalation

At the early stages of a behavioural incident, staff will prioritise verbal de-escalation and emotional regulation strategies. The following steps will be taken, as appropriate:

1. Approach the pupil calmly and respectfully, using a neutral tone and non-threatening body language.
2. Avoid emotional language, confrontation or raised voices.
3. Acknowledge and praise positive behaviour displayed by nearby pupils.
4. Gradually move closer to the pupil while continuing to reinforce appropriate behaviour observed in others. Prolonged eye contact will be avoided to prevent escalation.
5. Redirect the pupil's attention using supportive language.
6. Provide a clear, brief instruction, framed positively and ending with an expectation of compliance.
7. Allow the pupil sufficient processing and response time.
8. If the pupil argues or refuses, acknowledge their feelings and calmly redirect them back to the original instruction.
9. Clearly state which behaviour must stop and what behaviour is expected.
10. Maintain calm communication throughout, ensuring tone and body language remain controlled and reassuring.

Escalation and Safety Procedures

Where a behaviour escalates and presents a **risk to the safety of the pupil or others**, the following procedures will apply:

11. A designated signal will be used to summon assistance from another staff member.
12. The pupil will be informed that support is being sought, and verbal de-escalation will continue while assistance is awaited.
13. If a pupil refuses to leave a classroom and safety is compromised, other pupils may be removed to a safe location.



14. A staff member will remain with the pupil until the situation is resolved.
15. Parents/guardians will be contacted where serious behaviours occur and may be requested to attend the school.

Restrictive Physical Intervention (Exceptional Circumstances)

In line with DEY guidance, physical intervention will only be used as a last resort and only where there is an immediate and serious risk of injury.

Parental Involvement and Short-Term Removal

16. Parents/guardians will be informed when significant interventions occur and may be requested to take the child home for a short period of time, where a threat to safety persists.
17. This action will be used only in exceptional circumstances, reviewed regularly, and implemented in line with DEY guidance.

Post-Incident Review and Follow-Up

Once the pupil has become emotionally regulated:

18. The class teacher (and other relevant staff) will meet with the pupil and parents/guardians to review the incident.
19. Agreed actions will be identified to support the pupil's behaviour. These may include strategies under the Code of Behaviour or a revised Positive Behaviour Support Plan, taking into account:
 - The pupil's age and stage of development.
 - Identified additional needs.
 - The proportionality and effectiveness of any sanction.
20. The class teacher and SET teacher will record the incident and outcomes in line with school procedures.
21. Behaviour will be monitored, with attention to antecedents, behaviours, and consequences, to inform ongoing adjustments to the Positive Behaviour Support Plan.



Classroom-Based Behaviour Support Strategies

The class teacher will implement a range of positive and restorative classroom strategies, including:

- Using praise and rewards to reinforce positive behaviour.
- Actively noticing and acknowledging appropriate behaviour (“catching the child being good”).
- Providing clear, specific feedback regarding inappropriate behaviour.
- Applying appropriate and proportionate sanctions where necessary (e.g. loss of privileges, loss of Golden Time, time-out).
- Facilitating Circle Time, where appropriate.
- Recording all significant incidents of misbehaviour.
- Ensuring consistent implementation of the pupil’s Positive Behaviour Support Plan.

Consultation and Support

- At an early stage, the class teacher will consult with the SET, the Principal, and relevant external professionals, including NEPS psychologists, the NCSE, the CDNT and or Primary Care, Behavioural Therapists, in order to support effective consultation and intervention.
- Any ongoing or significant concerns will be promptly communicated to the Principal to ensure timely support, guidance, and appropriate referral where necessary.

Board of Management Involvement

The Board of Management will be informed of serious or ongoing behaviours of concern, in line with the school’s governance responsibilities.

Ongoing Communication and Behaviour Monitoring

- Parents/guardians will be actively involved throughout the process.
- Regular review meetings will be established.
- Ongoing two-way communication may be facilitated through a communication notebook, email, or phone contact.



- The class teacher will maintain a daily behaviour record to support evaluation and decision-making.

Educational and Psychological Support

- Educational or clinical psychological assessments may be sought where appropriate.
- Additional support may be provided through in-class or withdrawal support from the SEN teacher.

Special Needs Assistance (SNA)

- Allocation of a Special Needs Assistant is determined through the NCSE processes. The Principal, in consultation with the class teacher, parents/guardians and relevant professionals, may request a review of the existing SNA allocation if the child's needs justify it, in line with the DEY and NCSE guidelines.

Adjusted School Day (Exceptional Circumstances)

In exceptional cases, where:

- The education of the other children in the class is being adversely affected, or
- The emotional and physical welfare of other children is being compromised, the Principal, in consultation with the class teacher, parents/guardians, and relevant staff may decide to shorten the child's school day, This ensures the child's time at school is manageable while allowing the teachers to focus on the needs of the other children.

This will:

- Be used only as a last resort.
- Be reviewed regularly.
- Aim to support the pupil's successful reintegration to a full school day.



Alternative Educational Placement

If all prior interventions have been explored and deemed insufficient, the Board of Management, in consultation with the Principal, class teacher, DEY inspector, NEPS psychologist, NCSE SENO, may recommend seeking placement in another school that can better meet the child's educational, emotional, and psychological needs.

Serious Risk to Health and Safety

In circumstances where a pupil displays seriously violent or threatening behaviour that presents a significant risk to their own safety, the safety of other pupils, or staff, the school may implement additional protective measures. These measures may include a temporary removal from school for the remainder of the day or the implementation of a restricted school day. Such actions will be taken while consultation is ongoing with the NCSE SENO and/or the Educational Welfare Officer of An Tusla to determine appropriate supports, resourcing, or alternative educational provision.

1. Classroom Strategies:

The class teacher will implement a range of strategies within the classroom to address challenging behaviour, including:

- Using rewards and praise to reinforce positive behaviour.
- Noticing and acknowledging appropriate behaviour ("catching the child being good").
- Providing clear and specific feedback about inappropriate behaviour.
- Implementing sanctions where necessary, such as loss of privileges, loss of Golden Time, or time-out.
- Facilitating Circle Time, if deemed appropriate.
- Recording all incidences of misbehaviour.
- Ensuring the full and consistent implementation of the child's Positive Behaviour Plan.



2. Seeking Advice:

The class teacher may consult colleagues, the Principal, or a psychologist for additional guidance and strategies.

3. Board of Management Notification:

The Board of Management will be informed of ongoing concerns regarding the child's behaviour.

4. Parental/Guardian Involvement:

Parents or guardians will be contacted and actively involved. Their engagement is crucial for the effectiveness of the Positive Behaviour Support plan.

5. Regular Review and Communication:

Regular meetings and reviews will be established. Continuous two-way communication between home and school is essential and may be facilitated via a communication notebook, email, or phone calls daily.

6. Behaviour Monitoring:

The class teacher is requested to maintain a daily record of the child's behaviour to allow for detailed evaluation and informed decision-making.

7. Educational and Psychological Support:

A psychological or educational assessment may be sought. If appropriate, the child may receive in-class or withdrawal support from the SEN teacher.

8. Special Needs Assistance (SNA):

Allocation of a Special Needs Assistant (SNA) is determined through NCSE processes. In line with NCSE and DEY guidelines, priority access to SNA support is given to children with the highest level of assessed care needs. The Principal, in consultation with the class teacher and relevant professionals, may request an annual review of existing SNA allocation where a child's assessed needs justify it, in accordance with NCSE and DEY timelines.



9. Adjusted School Day (Extreme Cases):

In exceptional circumstances where:

- A. The education of other children in the class is being adversely affected, or
- B. The emotional welfare of other children is being compromised, the Principal, in consultation with the class teacher, parents/guardians, and relevant staff, may decide to shorten the child's school day. This ensures the child's time at school is manageable while allowing teachers to focus on the needs of other students.

10. Alternative Placement:

If all prior interventions have been explored and deemed insufficient, the Board of Management, in consultation with the Principal, class teacher, Department of Education and Youth inspector, and NEPS psychologist, may recommend seeking placement in another school that can better meet the child's educational, emotional, psychological, and language needs.

Suspension & Expulsion Policy

1. Relationship to Our Mission

Kilbride National School is committed to providing a safe, inclusive, and supportive learning environment, where each child can reach their full potential socially, morally, spiritually, culturally, and academically. Every pupil has the right to learn in an environment free from disruption, intimidation, harassment, or discrimination. To protect this right, serious, or persistent misbehaviour must be addressed consistently, fairly, and transparently.

2. Legal & Policy Framework

The Board of Management holds the authority to suspend a pupil and formally delegates this authority to the Principal. The Principal exercises this responsibility on behalf of the Board and is accountable to the Board of Management for all decisions relating to suspension.

This policy follows Irish legislation and Department of Education and Youth guidance, including:



- **Education Act 1998**
 - Section 15(2)(d): Requirement for Boards to publish a policy on suspension and expulsion.
 - Section 28(1): Right of appeal to the Board against teacher or staff decisions.
 - Section 29(1): Right to appeal to the Department for permanent exclusion or suspension totalling 20+ school days in a school year.
- **Education (Welfare) Act 2000**
 - Section 21: Principal must notify the Educational Welfare Officer (EWO) of An Tusla if a pupil is suspended ≥ 6 days or absent ≥ 20 days in a school year.
 - Section 24: Board must notify EWO of proposed expulsions; expulsion cannot take effect until 20 school days after notification.
- **Section 29 Appeals**
 - Appeals can be made online via www.section29appeals.gov.ie.
 - Appeals must be submitted within forty-two calendar days of the Board's decision.
 - Oral hearings follow a minimum-formality process; recording is not permitted.
- **Child Protection**
 - Kilbride NS follows the *Child Protection Procedures for Schools (2025)* (Circular 0041/2025), to be fully implemented by 31 December 2026.

3. Principles

- **Fairness & Due Process:** Pupils and parents must have a full opportunity to present their case.
- **Least Restrictive Option:** Suspension or expulsion is used only when less restrictive measures fail, or immediate removal is necessary.
- **Welfare of the Child:** Educational and developmental needs are prioritised, with school-based supports and liaison with Tusla/EWO as needed.



- **Transparency:** Parents are informed in writing of all decisions and their rights.
- **Record-Keeping:** All incidents, communications, and decisions are documented.
- **Non-Discrimination:** Decisions are free from discrimination based on gender, religion, race, disability, family status, or any protected ground.

4. Suspension

Definition: Temporary withdrawal of a pupil's right to attend school for a specified period.

When Suspension May Be Used:

- Repeated misbehaviour despite interventions.
- Refusal to follow staff directions.
- Significant disruption to other pupils' learning.
- Incidents endangering safety or welfare of others.

Procedure:

1. Investigate and document the incident.
2. Notify parents in writing:
 - Reason(s) for suspension.
 - Duration.
 - Conditions for reinstatement.
 - Right to appeal.
 - Safe arrangements for pupil to leave school.
3. Notify the Educational Welfare Officer of An Tusla if suspension is ≥ 6 days or absences total ≥ 20 days.
4. Support reintegration through meetings, positive behaviour plans, or additional supports.
5. Keep detailed records of all related communications and actions.

5. Expulsion

Definition: Permanent removal of a pupil from the school.

When Expulsion May Be Considered:



- Very serious single incidents threatening safety or welfare.
- Persistent, serious misbehaviour despite previous interventions, disrupting other pupils' learning.

Process:

1. Investigate thoroughly and document evidence.
2. Inform the pupil and parents of allegations, evidence, and timeline to respond.
3. Board Hearing:
 - Principal recommends expulsion.
 - Board hears representations from parents and pupil.
 - Conflicted Board members, including the Principal, do not participate in the decision.
4. Notify the Educational Welfare Officer of An Tusla in writing; expulsion cannot take effect for twenty school days after notification.
5. Inform parents in writing of Board decision and rights to appeal.
6. Support families in identifying alternative school placements, especially for pupils under school-leaving age.

6. Appeals (Section 29)

Eligibility: Permanent expulsion or suspension(s) totalling ≥ 20 school days.

Procedure:

- Submit appeal online or by registered post within forty-two calendar days.
- Appeal hearings are conducted with minimal formality; recording is prohibited.
- The Appeals Committee considers behavioural history, supports in place, educational impact, and Code of Behaviour application.
- The decision of the Appeals Committee is final.

7. Child Protection Considerations

- Follow *Child Protection Procedures for Schools (2025)* (Circular 0041/2025).
- Behavioural issues intersecting with safeguarding are managed through the Designated Liaison Person (DLP), Tusla, and statutory procedures.



- Record-keeping complies with child protection and data protection requirements.

8. Roles & Responsibilities

Board of Management: Approves and reviews the policy; ensures compliance with legal and child welfare obligations.

Principal: Investigates incidents; recommends suspension/expulsion; communicates with parents; notifies EWO/Tusla; supports reintegration and alternative school placement.

Teachers & Staff: Document incidents; participate in meetings; support interventions.

Parents/Guardians: Engage respectfully; respond to communications; exercise rights to appeal where applicable.

EWO/Tusla: Receives notifications; liaises with school and family to ensure continued education.

9. Monitoring & Review

- All incidents, communications, and actions are recorded securely.
- The policy is reviewed at least every three years, or sooner if required by legislation or Department guidance.
- Patterns in suspensions/expulsions are monitored to inform adjustments to the Code of Behaviour or additional supports.

10. Supporting Return & Wellbeing

- Reintegration meetings after suspension outline supports, expectations, and follow-up.
- Following expulsion, the school assists with placement in another school, providing records where permitted, and maintaining positive support for the pupil's future educational success.



Related Policies

This Suspension and Expulsion Policy should be considered in conjunction with other school policies and procedures, including but not limited to:

- School Admission Policy.
- Bí Cineálta Policy.
- Child Safeguarding Policy.
- Health and Safety Policy.
- Safety Statement.
- School Attendance Strategy.
- Substance Misuse Policy.

This list is **not exhaustive**, and all relevant policies should be reviewed to ensure consistency and alignment in supporting the safety, wellbeing, and educational rights of all pupils.

Roles & Responsibilities and Record-Keeping

Responsibilities of School Leadership and Staff:

- **Record-Keeping:**
 - The Principal, Deputy Principal, and all class teachers must keep contemporaneous notes of all incidents or events that may support a decision to suspend or expel a pupil.
 - Class teachers must record all instances of minor and major misbehaviour in the classroom, including allegations and investigations of bullying.
 - Yard Incidents:
 - All incidents on the yard must be recorded in the yard book.
 - SNAs (Special Needs Assistants) witnessing or informed of incidents must notify the teacher on duty immediately.
 - The teacher on duty is responsible for ensuring the incident is recorded in the yard book and for informing the relevant class teacher(s).



- **Suspension:**
 - Authority to suspend rests with the Principal or Deputy Principal.
 - The Principal/Deputy Principal must notify the EWO/Tusla if a pupil is suspended for ≥ 6 days or if total absences reach ≥ 20 days.
 - Parents must be informed in writing of the reason, duration, conditions for reinstatement, and right to appeal.
- **Expulsion:**
 - The Principal presents the case to the pupil and informs parents in writing of the grounds and evidence.
 - Parents must have the opportunity to review documentation and respond.
 - If expulsion is recommended, the Principal informs parents of their right to make representations to the Board of Management and provides requested documentation.
 - If the Board approves expulsion, parents are informed of their right to appeal to the Secretary General of the Department of Education.
 - The Principal notifies the EWO/Tusla of the Board's opinion and reasons.
 - Where possible, the Principal or Deputy Principal assists the family in finding placement in another school.

Restrictive Physical Intervention and Behaviours of Concern — Policy Context

Relevant Department of Education and Youth Guidance

Kilbride National School aligns with the "*Understanding Behaviours of Concern and Responding to Crisis Situations: Guidelines for Schools in Supporting Students*," published by the Department of Education and Youth (Circular 0081/2024). These guidelines emphasise a whole-school, preventative approach, prioritising de-escalation, and early intervention rather than restrictive practices. They make clear that physical restraint may only be used as a last resort, in crisis situations where there is imminent risk of serious physical harm to a student or others. Seclusion is not



permitted in recognised school settings. Recording, reporting, and review of any use of physical restraint is required: schools must document the incident, report it to the school Principal and Board of Management, and from September 2025, report to the National Council for Special Education (NCSE).

Key principles (per Department guidance)

- Intervention should never be used as a form of punishment.
- Any use of force must be proportionate and last only as long as required to manage the crisis.
- After an incident, there should be reflection and review to reduce the likelihood of recurrence.
- Continued supervision of the pupil is required during and after the crisis situation.
- Appropriately trained staff must conduct physical restraint when needed.

When Restrictive Physical Intervention (RPI) May Be Used

RPI is used only in exceptional, crisis circumstances where there is imminent risk to the physical safety of a pupil or others. All other strategies, including prevention, de-escalation, and diversion, must be attempted first or be clearly planned for in line with Department guidelines. The intervention must be timely, measured, proportionate, and carried out by trained, authorised staff.

Who May Use RPI

Only staff authorised by the Board of Management, who have been trained in line with Department guidance, may use RPI. These staff should prioritise their own safety and that of the pupil. If removing themselves from the situation is safer, they should do so. The Board recognises the difficult nature of situations requiring RPI and values staff exercising their duty of care under these circumstances.

Seclusion

Seclusion is not permitted under any circumstances, in accordance with Department guidance.



Communication and Reporting

If RPI is used, it must be recorded carefully using our school's agreed incident form. The incident must be reported to the Principal and the Board of Management, as required by Circular 0081/2024. From September 2025, such incidents must also be reported to the NCSE for monitoring. After the use of RPI, the event must be reflected upon and reviewed, with a view to reducing future risk. Parents or guardians must be informed about the nature of the intervention, why it was necessary, and what follow-up actions will occur.

Support and Training

The school will ensure that relevant staff receive appropriate training, in line with Department recommendations, to manage crisis situations safely. The school will maintain a positive behavioural framework, emphasising prevention, early intervention, and self-regulation in line with Department guidance.

Who may use restrictive physical intervention in Kilbride National School

The following staff are authorised by the Board of Management to have control of pupils and must be aware of this Policy and its implications. The Board of Management believes that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. The Board of Management values staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Names of authorised staff

Name of Staff Member	Position	Date of Training
Deirdre Murphy	Principal/SET	26 th August 2022
Lynette Mallee	Deputy Principal	26 th August 2022
Claire O' Beirne	Class Teacher	26 th August 2024
Sarah Crosby	Class Teacher	26 th August 2022
Chelsea Moriarty-Corcoran	Class Teacher	26 th August 2024
Aoibhe Rooney	Class Teacher	26 th August 2024
Alana Daly	Class Teacher	26 th August 2024



Ciara Mullen	Class Teacher	26 th August 2024
Seán Peyton	Class Teacher	26 th August 2024
Jane Rowley	Class Teacher	26 th August 2024
Katie Murray	Class Teacher	26 th August 2024
Joanna O'Malley	Class Teacher	26 th August 2024
Maureen O'Donovan	SNA	26 th August 2024
Ann Shaw	SNA	26 th August 2022
Claire Brown	SNA	26 th August 2024
Ellen Rochford	SNA	26 th August 2024
Suzanna Ducie	SNA	26 th August 2024
Yvonne Cummins	SNA	26 th August 2024
Alison Caldwell	SNA	26 th August 2024
Sarah Carr	SNA	26 th August 2024

Planning the Use of Restrictive Physical Interventions at Kilbride National School

Staff may use reasonable force only when it is believed to be necessary to maintain safety or restore appropriate behaviour. The following principles guide the use of restrictive physical intervention (RPI):

- **Care, Not Punishment:** RPI is an act of care and control, never used to enforce compliance.
- **Necessity:** It is used only when there are reasonable grounds to believe immediate action is required, balancing the safety of all pupils and staff with the best interests of the child.
- **Prevention:** Staff will use dialogue, diversion, and other strategies appropriate to the child's level of understanding to avoid the need for RPI.
- **Proportionality:** Force is used only as a last resort and in a manner proportionate to the immediate risk.
- **Appropriateness:** Staff must ensure that any intervention is suitable for the specific incident.



- **Support and Witnesses:** Every effort will be made to have other staff present to assist or act as witnesses.
- **Restoration:** RPI will be relaxed as soon as it is safe to allow the pupil to regain self-control.
- **Individualised Approach:** RPI should be a one-off response to specific circumstances, not a routine feature of school policy or School Support Plans/Positive Behaviour Plans.
- **Avoiding Escalation:** Staff will avoid actions that could escalate the situation or increase risk.
- **Child-Centred Considerations:** The age, understanding, and competence of the pupil will always be taken into account.
- **School Support Plans/Positive Behaviour Plans:** Behaviour plans will reflect strategies appropriate to each pupil's circumstances.

Following any incident, procedures are in place to support and debrief pupils and staff to safeguard emotional well-being.

Acceptable Forms of Physical Contact

Staff may have physical contact with pupils in the following situations:

- To comfort a pupil appropriately for their age.
- To gently guide or direct a pupil.
- For curricular activities (e.g., PE, drama).
- In emergencies to prevent harm.
- In rare circumstances, when RPI is warranted.

Considerations for Physical Contact:

- The pupil's age, understanding, and individual history.
- The location of contact—private contact without others present should be avoided.
- Physical contact is never punitive; corporal punishment is prohibited.
- Staff must avoid contact with sensitive areas (neck, chest, abdomen, genitals) or pressure on joints, and contact must not become habitual with any pupil.



High-Risk Situations:

- Holding or forcing a pupil to the floor.
- Any procedure that restricts breathing or airway function.

Developing a Positive Handling Plan

If a pupil is identified as likely to require RPI, a Positive Handling Plan will be developed to prevent incidents and manage behaviour safely. The plan will include:

- Relevant medical conditions or injuries affecting intervention decisions.
- Collaboration with parents/carers and pupils, clarifying when and why intervention may occur.
- A risk assessment, documenting options considered, strategies used, and lessons learned.
- De-escalation strategies and clear criteria for using RPI.
- Identification of key staff responsible for intervention, ideally familiar to the pupil.
- Procedures for summoning additional support.
- Staff training requirements.
- Medical advice as needed for pupils with specific health concerns.

Guidance and Training for Staff

The Board of Management recognises the importance of high-quality guidance and training in RPI, including:

- Awareness for staff, parents, and the Board of Management.
- Behaviour management for all staff.
- Conflict management in challenging situations.
- Training in specific RPI techniques.

Complaints

This policy aims to prevent disputes. Any complaints regarding the use of force will be addressed according to the school's Parental Complaints Policy.



Procedures for Planned Interventions

1. The Board of Management authorises staff to use RPI in structured, planned interventions.
2. The Principal (Deirdre Murphy) ensures that all planned RPIs are risk assessed.
3. Risk assessments are kept in the office, reviewed after each incident, and on a termly basis.
4. Only staff listed as authorised may carry out planned RPIs. No other staff should engage in such interventions.

Name of Staff Member	Position	Date of Training
Deirdre Murphy	Principal/SET	26 th August 2022
Lynette Mallee	Deputy Principal	26 th August 2022
Claire O' Beirne	Class Teacher	26 th August 2024
Sarah Crosby	Class Teacher	26 th August 2022
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Ann Shaw	SNA	26 th August 2024
Claire Brown	SNA	26 th August 2024
Ellen Rochford	SNA	26 th August 2024
Suzanna Ducie	SNA	26 th August 2024
Alison Caldwell	SNA	26 th August 2024



Sarah Carr	SNA	26 th August 2024
Yvonne Cummins	SNA	26 th August 2024

5. Only staff who have received appropriate training within the last two years may be authorised to carry out planned restrictive physical interventions. The Principal, Deirdre Murphy, is responsible for ensuring that such training is provided and regularly updated.
6. Records of all training are maintained in the school office.
7. Staff who are not involved in risk assessments but supervise children may use reasonable force in emergency, unplanned situations where it is necessary to prevent serious injury.
8. Reporting: Every use of restrictive physical intervention must be reported on the same day to the Principal or Deputy Principal in charge. The Principal or Deputy Principal will ensure that a parent or guardian is informed on the same day, either by phone or in person.
9. Documentation: Details of each use of restrictive physical intervention must be recorded on the Pupil Incident Report Form, which is kept in the school office. The staff member leading the intervention—whether planned or unplanned—must complete this form.
10. The Principal will review all recorded instances of physical intervention to ensure compliance with policy and to evaluate any lessons learned.

Monitoring & Review

This policy document and its implementation is reviewed at monthly staff meetings.

This policy is reviewed annually after consultation with the staff, Board of Management and Parent's Association. This policy was reviewed and approved by the Board of Management in the academic year 2025/2026. This policy is subject to review in September 2027.